Grant Performance Report Cover Sheet (ED 524B)

Check only one box per Program Office instruction.
[ ] **Annual Performance Report**   [ ] **Final Performance Report**

General Information

1. PR/ Number #: **U363A050115**   2. NCES ID#: _____

   (Block 5 of the Grant Award Notification - 11 Characters.)   *(See Instructions - Up to 12 Characters.)*

3 Project Title: **Building Capacity for Redesign of Preparation of School Leaders**

   (Enter the same title as on the approved application.)

4. Grantee Name *(Block 1 of the Grant Award Notification):* **Board of Control for Southern Regional Education** _____

5. Grantee Address *(See Instructions.)* **SREB/Leadership, 592 Tenth St., NW, Atlanta, GA 30318-5776**

6. Project Director Name: **James E. Bottoms**   Title: **Senior Vice President**

   Ph #: (**404**) **875** - **9211** Ext: (**249**)   Fax # : (**404**) **872** - **1477**

   Email Address: **gene.bottoms@sreb.org**

Reporting Period Information *(See Instructions.)*

7. Reporting Period: From: **10/01/06**   To: **4/30/07**   (mm/dd/yyyy)

Budget Expenditures *(To be completed by your Business Office. See instructions. Also see Section B.)*

8. Budget Expenditures

	Federal Grant Funds	**Non-Federal Funds** *(Match/Cost Share)*
a. Previous Budget Period		
b. Current Budget Period	**$ 85,609**	
c. Entire Project Period *(For Final Performance Reports only)*		

Indirect Cost Information *(To be completed by your Business Office. See instructions.)*

9. Indirect Costs

   a. Are you claiming indirect costs under this grant? **X** Yes ___No

   b. If yes, do you have an Indirect Cost Rate Agreement approved by the Federal Government? **X** Yes ___No

   c. If yes, provide the following information:

   Period Covered by the Indirect Cost Rate Agreement: From: **07/01/04**   To: **06/30/07** (mm/dd/yyyy)

   Approving Federal agency: ___ED **X** Other *(Please specify)*: **USDOE OMB Circular A-122**

   Type of Rate *(For Final Performance Reports Only)*: ___ Provisional ___ Final ___ Other *(Please specify)* ____

   d. For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

   ___ Is included in your approved Indirect Cost Rate Agreement?

   ___ Complies with 34 CFR 76.564(c)(2)?

Human Subjects *(See Instructions.)*

10. Annual Certification of Institutional Review Board (IRB) Approval? ___Yes ___No **X** N/A

Performance Measures Status and Certification *(See Instructions.)*

11. Performance Measures Status

   a. Are complete data on performance measures for the current budget period included in the Project Status Chart? __Yes **X** No

   b. If no, when will the data be available and submitted to the Department? **10/31/07** (mm/dd/yyyy)

12. To the best of my knowledge and belief, all data in this performance report are true and correct and the report fully discloses all known weaknesses concerning the accuracy, reliability, and completeness of the data.

Name of Authorized Representative: **James E. Bottoms**   Title: **Senior Vice President**

_____ Date: ___/___/____

Signature:

_____ Date: ___/___/____

Signature:

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U.S. Department of Education

Grant Performance Report (ED 524B)

Executive Summary

PR/ Number # <u>U363A050115</u>

The goal of the *Building Capacity for Redesign of Preparation of School Leaders* is to build capacity at the state level in Tennessee by forming a state Commission and organizing task forces to inform the commission and recommend policy and procedure changes; and to develop leadership preparation programs that prepare effective school leaders, especially for high-need districts, who can implement improvement strategies that result in raising student achievement.

During the second year of the project, SREB continued to support the work of the commission. The commission assigns work to task forces trained in using a change model that describes how the current system works, researches to establish best practices and then identifies the gap between the two. The commission accomplished the following tasks so far in year 2: approved the educational leadership standards; received recommendations for new selection and preparation designs and for restructuring professional development, licensure, induction and evaluation of school leaders from the task forces and will act to put into policy this fall. The following task forces have been formed and are engaged in the redesign process.

The Standards Task Force: Developed the instructional leadership standards that will provide the foundation of the redesign. The standards are consistent with the national ISLLC standards, the job of an instructional leader and research based practices.
The Selection and Preparation Task Force: Developed a model selection process and preparation curricula to provide districts with the instructional leaders they need. The university pilot staffs have worked with local school systems to identify the qualities, skills and knowledge base necessary to prepare effective leaders and are implementing a new program.
Licensure and Performance Evaluation Task Force: Developed a path for instructional leaders from internship to mentorship. The group is working with the standards task force to establish a continuum (matrix) of learning based on the standards. Performance contracts will be tied to the standards.
Induction and Professional Development Task Force: Developed a performance based framework. The group is working to identify the resources, training and support that must be available to support growth from internship to mastery.
Working Conditions Task Force: Identify the necessary district supports, incentives and decision making that instructional leaders need to do their job effectively. A survey has been developed and will be sent to all principals in Tennessee to collect baseline data.

Also during the second year, SREB continued to provide training for commission members, university faculty, collaborating local district personnel, and mentors. Specifically, the following training opportunities were provided: Internship training-12; Mentoring training-45;and Module training for organizing the learning environment-40. A total of 97 completed training.

East Tennessee State University and the University of Memphis continued to develop/revise and implement their new leadership training programs. Ten candidates are currently participating in the East Tennessee State University program and twelve candidates in the University of Memphis. Both cohorts are participating in formal classes conducted by university faculty and in field experiences facilitated by mentors with university faculty support. In both cohorts, students have completed six credit hours in the fall and six credit hours in the spring of the 36 credit hour program. They are also working on their intern activities under the direction of mentors. Feedback from program participants is being collected and both institutions are focusing their continuous improvement efforts on engaging program candidates, candidate mentors, adjunct instructors, tenure track faculty, district partners, and other districts who hire our graduates in an ongoing process for program renewal and improvement. Some examples of this engagement follow:

1. Program course content and order of course delivery have been reformatted by a design team that consists of faculty, student mentors (all practicing administrators), and school district partners.
2. Program candidates and mentors are currently engaged in redesigning the internship manual. A first draft of the manual is complete.
3. A "School Portraiture Assignment" involves 3-5 candidates in a detailed analysis of a school. The schools under study are not in districts employing the candidates. This field experience has extended into a second semester with the development of plans for improving the school studied. This field experience grew out of candidates' interest and vision for ways these schools could be improved. The initial phase of the experience focused upon gaining a detailed picture of the school. The second phase involved an analysis of changes that may improve student performance. An anticipated third phase will involve presenting recommended changes to school/district personnel.
4. Several recent program graduates who are now working as school principals have served as models for candidates to shadow.

5. ePortfolio development and presentation are important milestones in each candidates program. Prior graduates have assisted candidate ePortfolio development by presenting workshops on format and presentation of their portfolios as examples.
6. Class meetings have been moved off campus and rotate to a different school each semester to provide many models for students to explore.
7. Four of the 22 candidates in the program are currently serving as "Assistants to the Principal." This is a full time assignment with each candidate serving as a school's assistant principal while retaining teacher, but not administrator pay.

The external evaluator observed a commission meeting and two SREB training sessions, and conducted focus groups with both cohorts of candidates. He also observed university training sessions and interviewed university faculty. His findings confirm that the program is being successfully implemented as proposed.

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Grant Performance Report (ED 524B)

Project Status Chart

PR/Award # (11 characters): U363A050115 ___

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Program Objective [x] Check if this is a status update for the previous budget period.

GPRA Measure 1: Please report the number of project participants who became certified as principals or assistant principals, where (a) the certification was attained as a result of the SLP funded project; and (b) the certification attained would qualify the individual to be hired in one of those positions (principal or assistant principal). The target is the number of participants recruited during the performance period. The actual performance data is the number of participants from those recruited that attained certification.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of **new participants in year 2** (October 1, 2006 – April 30, 2007)	GPRA_1	0			0		

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of **newly certified principals in year 2** (October 1, 2006 – April 30, 2007)	GPRA_1	0			0		

Explanation of Progress:

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected and starting their training in year two.

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Project Status Chart

PR/Award # (11 characters): U363A050115 ____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

2. Program Objective [ ] Check if this is a status update for the previous budget period.

GPRA Measure 1.2: Please report the number of project participants that have attained certification through the SLP funded project and as a result are now in a full-time paid position as an assistant principal or principal taking full responsibilities for the requirements of those positions at a high need school in a high need LEA.

2.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
The number of participants hired in the position of Assistant Principal or Principal. (October 1, 2006 – April 30, 2007)	GPRA_1.2	0			0		

Explanation of Progress:

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected and starting their training in year two.

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Project Status Chart

PR/Award # (11 characters): U363A050115 ___

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

3. Program Objective [ ] Check if this is a status update for the previous budget period.

GPRA Measure 2: Please report the number of participants who completed the full number of structured professional development activities as outlined in the approved application. For example, if the professional development for the participants included a summer program and six workshops, then the number reported for this indicator should only include those participants that completed the summer program and the six workshops.

	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.a. Performance Measure The number of **new Participants in the Professional Development sessions** between October 1, 2006 – April 30, 2007.	GPRA_2	97			97		

	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
3.b. Performance Measure The number of Professional Development Completers between October 1, 2006 – April 30, 2007.	GPRA_2	97			97		

Explanation of Progress:

The first cohort of the program will not complete training until the third year of the program. The first cohort was selected and starting their training in year two. Professional Development Participants and Completers are from the university/school district partnerships.

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Grant Performance Report (ED 524B)

Project Status Chart

PR/Award # (11 characters): U363A050115 ____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

4. Project Objective [x] Check if this is a status update for the previous budget period.

Project Goal I. Create an oversight commission of key educational and policy leaders that will build the capacity of state agencies to redesign leadership preparation throughout the state by developing and refining a set of redesign condition procedures and processes to guide universities and local school districts in the selection, preparation and support for new leaders and current school principals and assistant principals.

Note: All measures for this goal are qualitative. See notes in Explanation of Progress.

	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
			Raw Number	Ratio	%	Raw Number	Ratio	%
4.a. Performance Measure Policies to direct and support a successful statewide leadership preparation and certification redesign initiative, as recommended by an authorized redesign commission.	**PROJECT**		*Enter # here*				
	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
			Raw Number	Ratio	%	Raw Number	Ratio	%
4.b. Performance Measure An experimental set of conditions and essential competencies to drive redesign of leadership preparation programs.	**PROJECT**		*Enter # here*				
	Measure Type	Quantitative Data					
			Target			Actual Performance Data	
4.c. Performance Measure A plan for scaling up redesign of leadership preparation by the designated state agency (s).	**PROJECT**						

Form ED 524

	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
4.d. Performance Measure	PROJECT						
A support system to assist university and district partners to develop and implement a redesigned leadership preparation program that includes training and coaching for design teams, exemplary curriculum materials and assessment strategies, networking opportunities, a critical friends audit process and guidelines for selecting and preparing mentor principals.		*Enter # here*					
4.e. Performance Measure	PROJECT						
A process and criteria for evaluating and approving new programs and certifying aspiring leaders in accordance with recommendations developed and refined by the state redesign commission.		*Enter # here*					
4.f. Performance Measure	PROJECT						
A tested process that SREB can use to help other states in the region and nation.		*Enter # here*					

Explanation of Progress:

Project Objective   [x]   Check if this is a status update for the previous budget period.
Project Goal II. Demonstrate that co-development and delivery of leadership preparation by university and district partners, with strong direction and support from the state and from outside providers, can produce high-quality programs that prepare an adequate supply of new school leaders who are committed to serving high-need schools and have mastered the essential competencies to lead them to higher levels of student achievement.

Measure Type	Performance Measure	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
PROJECT	4.g. Performance Measure A formalized and functioning process to recruit and select qualified candidates.	*Enter # here*					

Measure Type	Performance Measure	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
PROJECT	4.h. Performance Measure A program design team that includes key faculty and practitioners that agree on essential competencies new principals need to lead change in schools and classrooms and on program elements that are aligned with the essential competencies, including goals, a coherent curriculum, pedagogy, structure, staffing and candidate selection.	*Enter # here*					

Measure Type	Performance Measure	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
PROJECT	4.i. Performance Measure A program design that meets the districts' needs and reflects the conditions for redesign developed by the state redesign commission.	*Enter # here*					

Measure Type	Performance Measure	Quantitative Data	
		Target	Actual Performance Data
PROJECT	4.j. Performance Measure A core set of six new courses with new content, assignments, assessments and integrated field		

		Quantitative Data					
		Target			Actual Performance Data		
	Measure Type	Raw Number	Ratio	%	Raw Number	Ratio	%

experiences developed by faculty/practitioner teams.

4.k. Performance Measure

University faculties working with local district staff and mentor principals to provide candidate field experiences that ensure mastery of the essential competencies for improving curriculum, instruction and student achievement through observing, participating in and leading school improvement teams in activities and projects that 1) focus on increasing the percentages of students meeting rigorous academic standards; and 2) have a positive impact on the practices in the host school.

| PROJECT | Raw Number: *Enter # here* | Ratio | % | Raw Number: *Enter # here* | Ratio | % |

4.l. Performance Measure

Faculties and district and school practitioners who deliver the new curriculum are trained on its content and pedagogies.

		Quantitative Data					
	Measure Type	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
PROJECT		*Enter # here*					

4.m. Performance Measure

Selected mentor principals who meet criteria jointly developed by the district and university, are prepared to model the essential leadership competencies and who help university faculty develop and manage field experiences and coach candidates to apply these effectively in the school setting.

		Quantitative Data					
	Measure Type	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
PROJECT		*Enter # here*					

Explanation of Progress:

Cohorts of candidates were recruited and selected using guidelines developed by the universities and their partners. For example, the University of Memphis recruitment activities resulted in over 300 persons attending the first information session. Resumes, tests and interviews were used with each phase resulting in a smaller pool. Seventeen candidates were selected.

The essential competencies drafted in year one were were revised. University and practitioner teams were involved in the development of new courses with content, assignments, assessments and integrated field experiences.

University faculty and mentors provided candidates with field experience. Candidates participated in formal classroom learning opportunities conducted by university faculty.

4. Project Objective [x] Check if this is a status update for the previous budget period.

Project Goal III. Demonstrate the involvement of district superintendents and staff, and current principals, assistant principals and school leadership teams in designing programs and preparing aspiring principals in ways that enhance their capacity to plan and implement school reform practices that support rigorous academic standards for students.

Measure Type	Quantitative Data					
		Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio	%

4.n. Performance Measure

A total of 24 certified aspiring principals who have successfully completed a preparation program and are committed to accepting appointments in high-need schools. Note: Data will not be available until the end of the third year of the project.

Measure Type	Quantitative Data					
PROJECT		Raw Number	Ratio	%	Raw Number	Ratio	%
		Enter # here					

4.o Performance Measure

In-place, continuing partnerships with universities to produce future principals capable of addressing local district needs for improved schools and student achievement.

Measure Type	Quantitative Data					
PROJECT		Raw Number	Ratio	%	Raw Number	Ratio	%
		Enter # here					

4.p. Performance Measure

Trained and experienced mentor principals and district staff available to 1) coach future aspiring principals, 2) provide mentoring and coaching to their current assistant principals and prepare them to succeed to the principal position well-prepared to lead school improvement; 3) coach current principals in need of improvement; and 4) train additional mentors.

Measure Type	Quantitative Data					
PROJECT		Raw Number	Ratio	%	Raw Number	Ratio	%
		Enter # here					

4.q. Performance Measure

Measure Type	Quantitative Data

PROJECT	Target			Actual Performance Data		
	Raw Number	Ratio	%	Raw Number	Ratio	%
Increased district capacity to put a quality leader in every school who can identify achievement problems and plan and implement appropriate interventions that increase student achievement.	*Enter # here*					

Explanation of Progress:
Cohorts at both East Tennessee State University and the University of Memphis are being trained. Training consists of formal classroom activities using new or revised courses and field experiences supervised by mentors with the support of university faculty. The cohorts will complete their training in year three. Mentors were trained and are providing guidance to the candidates. Strong collaborative relationships have been established between the universities and the local school districts.

4. Project Objective   [x]   Check if this is a status update for the previous budget period.

Project Goal IV. Learn new lessons about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that can be used to support a statewide redesign initiative and shared with other states, universities and districts across the SREB states and the nation.

	Measure Type	Quantitative Data						
			Target			Actual Performance Data		
			Raw Number	Ratio	%	Raw Number	Ratio	%
4.r. Performance Measure	**PROJECT**							
Document lessons learned about redesigning leadership programs around a set of quality conditions drawn from research and expert opinions that ca be used to support a statewide redesign initiative.			*Enter # here*					

	Measure Type	Quantitative Data						
			Target			Actual Performance Data		
			Raw Number	Ratio	%	Raw Number	Ratio	%
4.s Performance Measure	**PROJECT**							
Disseminate information to states, universities and districts across the SREB states and the nation.			*Enter # here*					

Explanation of Progress:
Process is being documented and will be edited, prepared for publication, produced, and disseminated at the end of the project.

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Grant Performance Report (ED 524B)

Project Status Chart

PR/Award # (11 characters): <u>U363A050115</u>

SECTION B - Budget Information

See INSTRUCTIONS FOR GRANT PERFORMANCE REPORT (ED 524B). Use as many pages as necessary.

- Report budget expenditure data in items 8a-8c of the cover sheet.
- If all Federal funds have not been expended, provide the amount and an explanation.
- Describe any significant changes to your budget resulting from modification of project activities.
- Describe any changes to your budget that affected your ability to achieve your approved project activities and/or project objectives.

(Please attach the separate 524 Budget Form).

SECTION C - Additional Information

See INSTRUCTIONS FOR GRANT PERFORMANCE REPORT (ED 524B). Use as many pages as necessary.

Please use this space to include information on any anticipated outcomes or benefits from your project and/or to alert your program officer to any additions or changes that you wish to make during this or the coming performance period. These changes or additions may include:

- Grant activities approved in the original application;
- Key Personnel – indicate names, titles, and percentage of time (level of effort) for the requested key personnel and attaché resumes for each proposed key personnel.
- Any other important information. For example:

  a. What key components of your project is the SLP funding?
  b. What's working as intended?
  c. What's not working as intended?
  d. How does your project differ from another that serves the same school district?
  e. What do your participants experience by participating in your project?
  f. What have you learned from your program design and outcomes from your program evaluation?

Addition Information (Year Two)

The goal of *Building Capacity for Redesign of Preparation of School Leaders* is to facilitate the development and implementation of state level guidance related to the selection, preparation, and licensing of new school leaders. An integral part of this guidance is the development of partnerships between universities and local school districts to share in the responsibility of selecting and training new school leaders. The program design included the development of a state commission charged with making recommendation to appropriate boards, the establishment of university/local partnerships, the creation of new university courses of study for new school leaders, the establishment of a principal mentor program to support the field experience component of new leader preparation, and the selection and preparation of a cohort of candidates. The design covers a period a three years and concludes with the licensing and placement of the candidates, and in the adoption of new state level guidelines pertaining to the selection, preparation, and licensure of school leaders.

The focus in Year 2 was on the continuation of the work of commission in establishing state guidance related to the selection, preparation and support for new school leaders, the delivery of a redesigned leadership program to a cohort of candidates and the continuation of collaborative planning by university and district partners.

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The evaluation designed specified that the following questions would be addressed in Year 2. By observing a Commission meeting and SREB training sessions, and by interviewing candidates and university faculty the external evaluator found that all questions were being addressed with positive results.

- Did university faculty working with district staff and mentor principals, provide candidates field experiences that ensure mastery of the essential competencies for improving curriculum, instruction and student achievement through observing, participating in and leading school improvement teams?

Interviews with candidates provided sufficient data to support a finding that this question was being appropriately addressed. Candidates were participating in field experiences under to supervision of university faculty and mentor principals designed to ensure their mastery of the essential competencies.

- Did the redesign commission develop criteria and apply those criteria in approving the new courses developed for university and district partners?

[need to confirm with Mary Jo]

- Did the district staff and university faculties who delivered the new curriculum participate in the modular leadership training provided by SREB? Did they perceive the training to be effective?

District staff and university faculties did participate in modular leadership training provided by SREB. Evaluation results demonstrate that they perceived the training to be effective. Additionally, observation and interviews conducted by the external evaluator supports this finding.

- Did the university and district partners develop a criteria for selecting mentor principals to prepare them to model essential leadership competencies and to coach candidates to apply these effectively in the school setting?

University and district partners developed and implemented criteria for selecting mentor principals. Interviews with candidates confirmed that mentors were coaching candidates in the effective implementation of leadership competencies in a school setting.

The program is working as intended. The commission is on target for accomplishing its tasks by the end of the third year of the program. Cohorts of students at each of the participating universities are being prepared as new school leaders.

Attachments

Attachment 1: Education Leadership Commission
Attachment 2: Eastern Tennessee State University Team
Attachment 3: University of Memphis Team
Attachment 4: Task Force Membership
Attachment 5: SREB/USDOE Work Plan 2006-2007
Attachment 6: Tennessee Standards for Instructional Leaders

Appendices

USDOE Meeting Agendas

Appendix	Date	Purpose	Location
A.1	October 4, 2006	Planning	Conference Call
A.2	November 13-14, 2006	Mentoring Module Training	Memphis
A.3	November 16-17, 2006	Organizing Module Training	Greeneville/Kingsport
A.4	December 4, 2006	Commission Meeting	Knoxville
A.5	January 22-24, 2007	Data/Culture Module Training	Atlanta
A.6	February 1, 2007	SREB State Leadership Forum	Conference Call
A.7	February 26, 2007	Professional Development Task Force	Nashville
A.8	February 28, 2006	University-District Planning Meeting	Conference Call
A.9	March 1, 2007	Standards, Licensure, Evaluation Task Force	Nashville
A.10	March 4-5, 2007	Organizing Module Training-Follow-up	Greeneville/Kingsport
A.11	March 11-14, 2007	Leadership Curriculum Module Training	Atlanta
A.12	March 19, 2007	Working Conditions Task Force	Nashville
A.13	April 5, 2007	Working Conditions Survey	Internet
A.14	April 8-9, 2007	Commission Meeting	Nashville
A.15	April 27, 2007	Professional Development Task Force Meeting	Knoxville
A.16	May 10-11, 2007	SREB State Leadership Forum	Atlanta
A.17	May 15, 2007	University of Memphis Teaching & Learning Conference	Conference Call
A.18	May 17-21, 2007	University of Memphis Teaching & Learning Conference	Memphis
A.19	May 31, 2007	Green-King Steering Committee/Mentor's Meeting	Greeneville/Kingsport

EDUCATION LEADERSHIP REDESIGN COMMISSION

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Page updated: 29-Nov-2006

Tennessee School Leadership Redesign Commission

The Southern Regional Education Board (SREB) received a significant grant from the U.S. Department of Education to work with two Tennessee universities to reinvent the principal preparation process. SREB asked the State Board of Education (SBE) and the Tennessee Higher Education Commission (THEC) to appoint a commission to oversee the development and implementation of new standards for principal preparation. In October, 2005, the SBE and THEC appointed the Leadership Redesign Commission "to build capacity at the state level, in partnership with local agencies and universities, to prepare effective school leaders." The Board gave the Commission the following tasks:
1. To recommend policies and standards to guide the redesign of the system of principal preparation, licensure, and professional development;
2. To prepare an implementation plan for the new system; and
3. To oversee implementation of the plan.

Commission Members
Click here to review a list of the members.

Upcoming Meetings
June 9, 2006, 9:00 a.m. Agenda

Pilot Sites

Task Force Progress:
Standards Task Force
- Draft Standards

Licensure and Evaluation Task Force

Professional Growth and Development Task Force

Working Conditions Task Force

Reading List
- Bottoms et. al. *Good Principals Are the Key to Successful Schools: Six Strategies to Prepare More Good Principals.* Southern Regional Education Board. 2003.
- Bottoms, Gene and Kathy O'Neill. *Preparing a New Breed of School Principals: It's Time for Action.* Southern Regional Education Board. 2001.
- Levine, Arthur. *Educating School Leaders: Executive Summary.* The Education Schools Project. 2005. (Note: If this summary interests you, you may want to read the full report.)
- Waters, Marzano, and McNulty. *Balanced Leadership: What 30 Years of Research*

Tell Us About the Effect of Leadership on Student Achievement. Mid-Continent Regional Education Lab (McREL). 2003.
- Interstate School Leaders Consortium Standards for School Leaders (adopted 1996).

Tennessee Information
Tennessee statutes and State Board of Education rules regarding principals (as of March 2006).
Tennesee Licensure Standards and Induction Guidelines (see section 41-5, page 277, Administrator/Supervisor Licensure).

Agencies
SREB (Southern Regional Education Board) assists state leaders by directing attention to key education issues; collecting, compiling and analyzing comparable data; and conducting broad studies and initiating discussions that help states and institutions form long-range plans, actions and policy proposals.
The Center on Reinventing Public Education studies major issues in education reform and governance in order to improve policy and decision-making in K-12 education.
The Wallace Foundation seeks to support and share effective ideas and practices that will strengthen education leadership, arts participation and out-of-school. Also see the Wallace Knowledge Center.

Work of Other States
Alabama 's Governor's Congress on School Leadership: Final Report.

Eastern Tennessee State University

<u>Redesign Team Members</u>

The SREB redesign team will consist of the following members:

Eric Glover	Pam Scott
Robbie Mitchell	Nancy Wagner
Karen Reed-Wright	Vicki Kirk
Janet Faulk	Lenore Kilgore
Carolyn McPherson	Terri Rymer
Terri Tilson	Larry Neas
Dory Creech	Louis MacKay
Robbie Anderson	

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Patricia Donaldson	Stacy Dean Edwards
Kelly Bennett Ford	Michael Hubbard
Janice Ayers Moore	David Pauley
Erin Rolstad	Andrea Tolley
Richard True	Phillip Wright

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Carolyn McPherson   Larry Neas

Terri Rymer   Terri Tilson

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University of Memphis

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Loren Smith	Kiva Taylor
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Work Plan

Tennessee State Board of Education
August 31, 2006

Agenda
Action Item: III. B.

Tennessee Standards for Instructional Leaders

The Background:

All states and school districts want successful schools that prepare graduates to succeed in postsecondary education and the workforce and become informed citizens. Decades of research have revealed strong links between what principals do and how students perform. It is essential that all schools have access to effective instructional leaders who know how to lead the changes in curriculum and instruction that will result in higher levels of learning for all groups of students.

The state is responsible for ensuring a supply of high-quality, effective instructional leaders for schools. Districts, schools and universities depend on the state to take the lead when it comes to these issues:

- how prospective principals are chosen, prepared and licensed;
- what induction and professional development principals will receive to support and enhance their practice; and
- promoting local conditions that will allow principals to lead successful schools

For the past year, the standards task force of the Education Leadership Redesign Commission has been at work crafting clear, measurable standards to identify the core performances of effective instructional leaders. The proposed standards are based on current research on effective instructional leadership and were sharpened by the wisdom of active school leaders, program innovators, state agencies, professional associations, institutions of higher education, business and community leaders, state legislators and staff of the Southern Regional Education Board (SREB). Further, these standards are compatible with the National Council for the Accreditation of Teacher Education (NCATE) standards, Interstate School Leaders Licensure Consortium (ISLLC) standards, and the National Staff Development Council (NSDC) standards and reflect the conclusions of major national reports on reinventing leadership. These standards are the first step in initiating a serious effort to raise the bar for the practice of school leadership in Tennessee schools.

The commission approved these draft standards and is requesting the board approve them on first reading. It is hoped that distributing these draft standards to all stakeholder groups will start a dialogue about quality instructional leadership among stakeholders.

The Recommendation:

The Education Leadership Redesign Commission requests the Board accept the draft Standards for Instructional Leaders on first reading. The SBE staff concurs with this recommendation.

Tennessee Standards for Instructional Leaders
August 9, 2006

Effective school principals must meet several standards of personal performance and ensure that the people and programs that make up the school work together to bring about identified, desired results. Effective principals ensure that school programs, procedures, and practices focus on learning and achievement of all students, including the social and emotional development necessary for students to attain academic success.

Standard A: Continuous Improvement

Implements a systematic, coherent approach to bring about the continuous growth in the <u>academic achievement</u> of all students.

Indicators:

- Engages the education <u>stakeholders</u> in developing a school <u>vision</u>, <u>mission</u> and <u>goals</u> that emphasize learning for all students and is consistent with that of the school district.

- Facilitates the implementation of clear goals and strategies to carry out the vision and mission that emphasize learning for all students and keeps those goals in the forefront of the school's attention.

- Creates and sustains an <u>organizational structure</u> that supports school vision, mission, and goals that emphasize learning for all students.

- Facilitates the development, implementation, evaluation and revision of data informed <u>school-wide improvement plans</u> for the purpose of <u>continuous school improvement</u>.

- Develops <u>collaborations</u> with parents/guardians, community agencies and school system leaders in the implementation of continuous improvement.

- Communicates and operates from a strong belief that all students can achieve academic success.

- Uses <u>data</u> to plan for continuous school improvement.

Standard B: Culture for Teaching and Learning

Creates a school <u>culture</u> and <u>climate</u> based on high expectations conducive to the success of all students.

Indicators:

- Develops and sustains a school culture based on <u>ethics</u>, <u>diversity</u>, <u>equity</u> and collaboration.

- Advocates, nurtures, and leads a culture conducive to student learning.

- Develops and sustains a safe, secure and <u>disciplined learning environment</u>.

- Leads staff and students in the development of self discipline and engagement in learning.

- Facilitates and sustains a culture that protects and maximizes learning time.

- Develops <u>leadership teams</u>, designed to share responsibilities and ownership to meet the school's mission.

- Demonstrates an understanding of <u>change processes</u> and the ability to lead the implementation of productive changes in the school.

- Leads the <u>school community</u> in building relationships that result in a productive learning environment.

- Encourages and leads challenging, <u>research based</u> changes.

- Establishes and cultivates strong, supportive family connections.

- Recognizes and celebrates school accomplishments and addresses failures.

- Establishes strong lines of communication with teachers, parents, students and stakeholders.

Standard C: Instructional Leadership and Assessment

Facilitates instructional practices that are based on assessment data and continually improve student learning

Indicators:

- Leads a systematic process of student assessment and <u>program evaluation</u> using <u>qualitative</u> and <u>quantitative data</u>.

- Leads the <u>professional learning community</u> in analyzing and improving curriculum and instruction.

- Ensures accessibility to a <u>rigorous curriculum</u> and the supports necessary for all students to meet high expectations.

- Recognizes <u>literacy</u> and <u>numeracy</u> are essential for learning and ensures they are embedded in all subject areas.

- Uses research based <u>best practice</u> in the development, design and implementation of curriculum, instruction, and assessment.

Standard D: Professional Growth

Improves student learning and achievement by developing and sustaining <u>high quality professional development</u>.

Indicators:

- Systematically supervises and evaluates faculty and staff.

- Promotes, facilitates and evaluates professional development.

- Models <u>continuous learning</u> and engages in <u>personal professional development</u>.

- Provides leadership opportunities for the professional learning community and <u>mentors</u> aspiring leaders.

- Works collaboratively with the school community to plan and implement high quality professional development evaluated by the impact on student learning.

- Provides faculty and staff with the <u>resources</u> necessary for the successful execution of their jobs

Standard E: Management of the <u>School</u>

Facilitates learning and teaching through the effective use of resources.

Indicators:

- Establishes a set of <u>standard operating procedures</u> and <u>routines</u> that are understood and followed by all staff

- Focuses daily operation on the academic achievement of all students

- Allocate resources to achieve the school's mission.

- Uses an efficient, equitable budget process that effectively involves the school community.

- Mobilizes <u>community resources</u> to support the school's mission.

- Identifies potential problems and is <u>strategic</u> in planning <u>proactive responses</u>.

- Implements a shared understanding of resource management based upon equity, integrity, fairness, and ethical conduct

Standard F: Ethics

Facilitates continuous improvement in student achievement through processes that meet the highest ethical standards and promote <u>advocacy</u> including <u>political action</u> when appropriate.

Indicators:

- Performs all professional responsibilities with integrity and fairness.

- Models and adheres to a <u>professional code of ethics</u> and values.

- Makes decisions within an ethical context and respecting the dignity of all.

- Advocates when educational, social or political change when necessary to improve learning for students.

- Makes decisions that are in the best interests of students and aligned with the vision of the school.

- Considers legal, moral and ethical implications when making decisions.

- Acts in accordance with federal and state constitutional provisions, <u>statutory standards</u> and <u>regulatory applications</u>.

Standard G: Diversity

Responds to and influences the larger personal, political, social, economic, legal and cultural context in the classroom, school, and the local community while addressing <u>diverse student needs</u> to ensure the success of all students.

Indicators:

- Involves the school community and stakeholders in appropriate diversity policy implementations, program planning and assessment efforts.

- Recruits, hires and retains a diverse staff.

- Recognizes and responds effectively to multicultural and ethnic needs in the school and the community.

- Interacts effectively with diverse individuals and groups using a variety of <u>interpersonal skills</u> in any given situation.

- Recognizes and addresses cultural, learning and personal differences as a basis for academic decision making.

- Leads the faculty in engaging families/parents in the education of their children.

To: rlgreen1@memphis.edu,GLOVERE@mail.etsu.edu
From: Kathy O'Neill <kathy.oneill@sreb.org>
Subject: Conference Call Agenda

I will call at 11:00 EDT and 10:00 CDT- Reginald 901-850-2300 Eric 423-794-8447 If this is not correct please let me know ASAP
Kathy
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1. Contracts and reimbursement for mentors- contact information, W-9 and mentors matched to candidates
2. Training for mentors- Memphis
3. Billing for tuition
4. Year 2 Calendar- joint meetings, individual meetings, redesigned curriculum and deliverables
5. Year 2 evaluation- Roy Forbes- interviewing candidates
6. Year 2 budget- mentors, tuition, redesign work and module training for school teams78. Module training- Oct 18-20 March 12-14 and on site for current leadership teams
8. Travel guidelines
9. Other items

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Agenda
Mentoring Workshop
Memphis, TN
November 13-14, 2006

Day 1
7:45 – 8:30 Breakfast

8:30 – 9:00 Welcome and Introductions
        Background of Module
        Two hat work – trainers and participants
        Overview of Materials for Trainers
           Getting use to the module notebook

9:00 – 9:30 Welcome and Introductions

Qualities of Effective Mentors

9:30- 10:15 Basic Information about Mentoring

10:15 – 10:30 Break

10:30 – 11:00 Personal Motivation for mentoring – Zackery Book

11:00 – 11:30 Stories – Mentoring Behaviors, Skills, Knowledge and Experiences

11:30 – 12:00 Case Study – Read and Report

12:00 – 1:00 LUNCH

1:00 – 1:30 Ethics of Mentoring, Obstacles and Time Involvement

1:30 – 2:00 Creating a Mentor Development Plan

Qualities of Effective Internships

2:00 – 2:45 Qualities of Effective Internships

2:45 – 3:00 Break

3:00 – 3:15 Reflections and Parking Lot Discussion

3:15 - 3:30 – Homework

3:30 – 4:00 Wrap up and Reflections

Agenda
Mentoring Workshop
Memphis, TN
November 13-14, 2006

Day 2

8:00 – 8:30 Continental Breakfast

8:30 – 8:50 Benefits of Mentoring and Internships
Reflections and Welcome Back

8:50 – 10:35 Developmental, Competency Based Activities
8:50 – 9:30 Overview

9:30 – 10:35 Group Work and reporting out

10:35 – 10:50 Break

10:50 – 11:35 Obstacles and Roadblocks

11:35 – 12:35 Lunch

12:35 – 12:45 Recap - Questions for Trainers

The Mentoring Process – Part I

12:45 – 1:25 Effective Use of Mentor/Intern Meeting Time

1:25 – 2:45 Mentoring Process, Part One: Phases and Roles
Planning for presentation 40 minutes

2:05 – 2:20 Break

      Presentations
            Preparing   10 minutes
            Negotiating 10 minutes
            Enabling   10 minutes
            Closing   10 minutes

3:15 – 3:25 – Roles and Tools on the Journey

3:25 – 4:00 Reflections & Summary

<div align="center">

SREB Leadership Module
Organizing the Learning Environment
Kingsport City Schools
Greeneville City Schools
East Tennessee State University
November 16-17, 2006
8:00-4:00

</div>

Thursday, November 16th

Morning Session

    Registration

    Getting Started
- Introductions
- Course Overview
- Module Goal
- Housekeeping

    Framework for Organizing the Learning Environment

    Organizing Time

    Types of Work/Data on Display
    (Discussion of Prework)

Lunch

Afternoon Session

    Time Management for Three Tasks

    Study Group and Sharing

    Problem Solving Model

    Changing Time

    Scheduling Student Time

    Summary/Reflections on the Day/Learning Journal

Adjourn

SREB Leadership Module–*Organizing the Learning Environment*
Day Two
8:00-4:00

Friday, November 17th

Morning Session

Introduction to Day Two/Review Reflections on the Day

Organizing Space: Physical Environment

Self-Evaluation: School Building Assessment Methods

Organizing People

How Teachers are Assigned
How Should They be Assigned

Moving Toward Student Achievement

Lunch

Afternoon Session

Moving Toward Student Achievement (continued)

Organizing Financial Resources

How Resources Affect Student Achievement
What Can We Control?

Summary and Homework Assignment

Reflections on the Day/Learning Journal

Adjourn

TENNESSEE REDESIGN COMMISSION WORKSHOP
NASHVILLE, TENNESSEE
DECEMBER 4, 2006
10:00 A.M. – 3:00 P.M.

DRAFT AGENDA

Goals:

1) To inform and solicit input from Commission members about the progress being made with the Induction and Professional Development Task Force;

2) To gather commission members perceptions of the project and complete evaluation for 2006-7 USDOE grant reports;

3) To organize Working Conditions task force;

4) To review glossary developed to support standards work;

5) To decide actions needed to move Certification and Evaluation Task Force recommendations into policy as needed; and

6) Discuss what other areas can be developed for Masters Degrees if the Education Leadership program becomes more selective and limited in enrollment.

10:00 Welcome and Introductions   Gary Nixon
- New Members

10:15 Review Progress of USDOE Grant   Kathy O'Neill
- Review of Project
- Goals
- Change Framework
- Time Line

10:30 Update from Standards Task Force   Mary Jo Howland
- Update on Status of Standards Approval
- Present preview of Glossary
- Comments/Suggestions
- Commissions' Charge to the Task Force

10:45 Update from Licensure and Evaluation Task Force   TF Representative
- Recommendations for Licensure Change
- Recommendations for Evaluation
- Putting teeth in the system – Rules, Enforcement and Program Approval

11:00   **Report from Induction and Professional**   **TF Representative**
           Development Task Force
- Review Commissions' Charge to the Task Force
- Overview of Task Force Work
- Necessary Changes to be Recommended
- Comments/Suggestions

11:15   **Nathan Roberts: How Is This Process Working in**
           Other States

12:15   **Lunch – Informal Questions and Answers from**
           Commission to Nathan Roberts

1:15   **Reports from the field**   **Kathy O'Neill**
- Selection and Preparation Task Force- East
  Tennessee State University, Greenville City,
  Kingsport, University of Memphis and Memphis
  City progress

1: 30   **Charge and Organization of Working Conditions**   **Gary Nixon**
           Task Force
           Need suggestions as to group membership

1:45   **Work Schedule of Commission for 2006-07**   **Gary Nixon**
- Who is not around the table or involved?
- How do we work between meetings?
- When and how often should we meet as a
  group, as attendance is essential?
- Facilitation?
- Technical support?
- Next meetings: dates and focus of the work

2:30   **Adjourn**

Monday, January 22, 2007   SREB, 592 10th Street, NW, Atlanta
Chairperson's Conference Room, Second Floor

7:30 – 8:00 a.m.

Registration check-in, continental breakfast

8:00 a.m. – 12:00 p.m.

What is a Culture of High Performance?
o   Welcome and Introductions
o   Overview of the Course
o   Are We Succeeding With All Children?
o   4E Culture and Related Practices
o   Case Stories

12:00 – 1:00 p.m.

Lunch

1:00 – 5:00 p.m.

Trainers' Tips: How can you modify data for local training needs?
1.
2.   Who is Failing? What? How? When?
o   Data That Help Us See Who is Failing and How
o   Using Data to Improve School Culture
o   Identifying Red Flag Issues
o   Getting the Additional Data You Need
o   Planning for Homework

Trainers' Tips: How can you modify prework/homework for local training needs?

Fostering a Culture of High Performance: Changing Practice by Using Data

Train-the-Trainer Workshop, January 22-24, 2007

Tuesday, January 23, 2007

7:30 – 8:00 a.m.

Networking, continental breakfast

8:00 a.m. – 12:00 p.m.

Trainer's Tip: How can you modify the training content and presentation based on immediate feedback from participants?

How Does Our School's Culture Contribute to Student Success/Failure?
o   Whole Group Review: How to Assess Culture
o   Data Fair – Team Presentations
o   Root Cause Analysis

Trainer's Tip: How can you modify the training content and presentation for less knowledgeable and experienced training groups?

12:00 – 1:00 p.m.

Lunch

1:00 – 5:00 p.m.

Trainer's Tip: How you can energize training participants and relate activities to workshop content?

Application: Analysis and Planning for New Practices
o   Identifying Solutions
o   Planning and Building a Vision
o   Team Presentations
o   Homework
3.
Trainer's Tip: How you can modify the training content and presentation for more knowledgeable and experienced training groups?

Wednesday, January 24, 2007

7:30 – 8:00 a.m.

Networking, continental breakfast

8:00 a.m. – 2:00 p.m. (Lunch is planned 11 a.m. – 12:00 p.m.)

Trainer's Tip: What can you do when your group faces implementation challenges and can't move forward with further training?

Are We On the Right Track? How Can We Tell?
o   Evaluation strategies
o   Summary
4.
Additional Resources for Trainers
o   Data Sources for Monitoring
o   Dropout Intervention Sources
5.
Trainer's Tip: How can you motivate decision-makers to be receptive to this training and its results?

SREB Annual Leadership Forum:
Creating a State System for Preparing Learning-Centered School Leaders

Forum objectives
1. To understand the type of leadership needed to achieve SREB regional and state goals for improved student achievement;

2. To understand the process for designing a state-wide learning-centered school leadership system, and how states are making progress; and

3. To understand the process for assisting districts to increase leadership capacity in low-performing schools, and creating conditions that enable principals to improve curriculum, instruction and student achievement.

Agenda
Thursday, May 10, 2007
(location)

8:00 a.m.
Registration and Continental Breakfast

8:30
Welcome and Comments
David Spence, President, SREB
(Alignment to college readiness standards, reading issues and completion issues)

8:45
Goals and Challenges for the 2007 Leadership Forum
Gene Bottoms, Senior Vice President, SREB
(A look at the region's status on Goals and the implications for school leadership (won't examine all 12 of the Goals) States will look at their own data tables (handout) and discuss as a team what actions might be needed re: improving school leadership
Review of the 12 SREB goals and the region's status look at what's happening across the region)
This will focus on the components of the system – what your system will look like when created successfully

9:30
How Do You Know Your State is Building a Cohesive, Learning-centered School Leadership System?
Betty Fry, Director of Research and Publications, SREB
Use state report cards and highlight what this means for the legistlative leader
Pull from the 2006 progress Report to talk about the indicators of a state system of redesign, what states have to do to achieve these. Call on 1-2 states to describe what they have done and segue into the State Redesign Process this way
This will focus more on the process *for creating the system components. Items need to be* qualified *for the teams. Betty will cover standards and selection and preparation in her section. Kathy will qualify the commission and other items.*

10:15
Break – State Guiding Materials on Display

10:30
State Team Work: Session A
Session Facilitator
Kathy O'Neill, Director of SREB Learning-centered Leadership Program , SREB
Kathy will map the process for state redesign of the leadership system, highlighting the 4 key elements. Examining state progress on these key elements will be the focus of the team discussions.
Team Discussion Prompts:
*   *What is happening in my state to promote systemic reform of school leadership?*
*   *What are the barriers to making it happen?*
*   *What actions can we take to remove the barriers and make this happen?*

11:30
Report Out from State Teams
(During discussions ideas are charted on chart paper and then we have a gallery walk)

12:00
Lunch – Sit with participants from other states to gather and share information about what individual states are doing. Set up some way to force this – yellow dot table, blue dot table, red dot table, etc.

1:00 p.m.
Systems in Place: What States Are Doing?
Kathy O'Neill, Director of SREB Learning-centered Leadership Program, SREB
Panel discussion with those who are going to do breakouts

2:00 p.m.
Breakouts *(Team members attend different sessions)*
KATHY – Cheryl kept better notes on this section than I did. I know GB wants to focus on four sessions, but I can't remember the titles for all of the sessions, and who will present in each. I have some things down, and they are below.
This section should consist of four strong break-out sessions. Each session will have a facilitatyr and 2-3 panelists to discuss how their state has made progress on this topic. Ideas:

a. *Selection and Preparation, Mentoring and Internships,*
   Al – Auburn Team- Selection and Preparation University/district Partnerships
   WVA- Marion County and Fairmount University

b. *Mentoring and internships*
   AR – Terri Dorrough

c. *Licensure and Evaluation ???*

d. *???*

Then AL- John Bell- Professional Development form Current School Leaders (Move to Friday?)
TN- Kim Fisher- Changes in Licensure
Or Mark Maddox- A Commission driven Approach to Redesign
DE – Jackie Wilson- (LEAD) Leadership Evaluation or Succession Planning
KY – Jeane Fiene- WKU (or Lynn Wheat from LEAD Jefferson County)
Redsigned curriculum for school leaders
MD- Standards- Creating an Instructional Leadership Framework to Focus Redesign on Student Achievement

3:00
Break – Browse Materials and Network

3:15
State Team Work: Session B
What Have We Learned from Other States that Might Help Us Move Forward on Redesign?
  (Team members discuss the initiatives in each state and report out)
Session Facilitator
Kathy O'Neill, Director of Improving School Leadership Initiative, SREB
States should use this time to work with their teams to report back on what other states are doing, and figure out what their own next steps should be. Where are they now, and what steps do they need to take to accelerate the process?

3:45 p.m.
Team members report out

4:00 p.m.
Conversations with Other States.
- select a list of topics participants might wish to talk about informally with each other
- post these at the beginning of the day on Thursday so participants have some time to think about what they want to talk about as they move through the day – they might even add several to the list if they wish
- ask someone who has some knowledge/facilitation skills to "Host" the conversation and assign a spot for the conversation to take place. The host could write his/her name at the top a chart and participants who wanted to discuss the topic could write in their names - and of

course anyone who wanted to join a conversation but didn't want to put their name on the chart could just go to the appropriate spot and participants could be free to roam from one conversation to another as they pleased

- schedule it at 4:00 to 5:00 and expect it to last at least an hour, but don't limit it; let them go on as long as the participants wish
- have voluntary, brief report-outs on the conversations at the opening of the program on Friday morning - not all might choose to report. Focus report-outs on What did we talk about, what were some of the issues we surfaced; promising practices; suggestions for how they might have future conversations

5:00 p.m.
Adjournment

5:30 p.m.
Reception
(location)

6:00 p.m.
Dinner
(Discuss the work of the other Wallace grantees)

How Wallace Foundation Is Helping States and Districts Create Cohesive, Learning-centered Leadership System

Richard Laine- Wallace Foundation

NOTE: We need to find some time on Thursday afternoon for a panel, led by Dr. Bottoms, to discuss alternative preparation programs. Can universities truly respond to the urgency for new leaders, or do we need to look at alternative programs?
Panel should consist of someone from New Leaders, someone from universities. Ideas for discussion:
     GB would ask New Leaders what they can do that universities can't
     Then ask universitly representative why they cannot accomplish things listed by New
        leaders. What can they do that New Leaders can't?
     Going back to New Leaders – You are looking at an average cost of $X to train each leader.
        For the added cost, how do we know we're getting added value?
Basic theme of panel: *Do we need a new system?* Do we need to look at creating an entity affiliated with the university, but outside of the rules of the university, that could move more quickly on these issues?

8:00
Adjournment

Friday, May 11, 2007
(location)

7:30 a.m.
Breakfast Buffet
(location)

8:30
Reflections on Day 1-
Gene Bottoms

NOTE: New ideas for Day 2:
> Yvonne will discuss what state departments are doing with districts and schools, instead of Wachovia information.
> Bring in Charleston Superintednent, Monroe Superintednent, GLISI – get handouts from each person to pass out to participants.
> Friday morning – do a "teaser" for the working conditions piece that Susan and Betty are developing.

8:45
Guest presenter (Possibilities- Governor Riley, Debra Meyerson, Joe Murphy, Deb Page see final page)
GLISI is a good idea here, since I will be using GA as the exemplar for the indicator on providing training and assistance to low-performing schools in the Progress Report.
(Maybe here we let GLISI present about how they are working with struggling school and district teams. We would not use them as a breakout then. This would be a good segue into what Yvonne is doing.)
Try to get Gail Hulme for this.

9:30
Questions and answers

10:00
How Can States Support Learning-centered School Leadership?
Yvonne Thayer, Director of Leadership Development, SREB
What can states do to help districts develop Learning-focused Leadership Teams in Low performing Schools?

What Can States Do to Increase Leadership Capacity in Low-performing Schools? - Yvonne Thayer

What Can Districts Do to Provide Conditions for Successful School Reform ?– Susan Walker

11:00
Break – Room Check-out and State Team Work: Session C
Session Facilitator
Yvonne Thayer, Director of Leadership Development, SREB
Team Discussion Prompts:

- *What is our state doing to build leadership capacity in low-performing schools? What is our state doing to create the conditions that allow teams of leaders to succeed in low-performing schools?*
- *What actions are needed by our state and local districts to build leadership capacity in low-performing schools? What actions are needed by our state and local districts to create the conditions that allow teams of leaders to succeed in low-performing schools?*

11:45
Summary of State Team Work
Yvonne Thayer, Director of Leadership Development, SREB

12:00
Closing Comments and Final Reports from States on Key Actions
Session Facilitators
Gene Bottoms, Senior Vice President, SREB
Kathy O'Neill, Director of SREB Learning-centered Leadership Program

12:30
Adjournment

Possible speakers
Governor Riley AL
(Talk about how he has lead AL in their systemic reform)

Debra Meyerson -
Where are some exemplary programs and practices that states might adopt? universities and states doing it right
or
Joe Murphy
Starting Redesign with Performance in Mind: What does a learning-focused school leadership evaluation look like?

GLISI- Deb Page

Agenda
Leadership Professional Development Task Force
February 26, 2007
9:00 a.m. – 3:00 p.m.

I.   Welcome

II.   Introduction

III. Review Work of Other Task Forces

IV.   Quality Evaluation

V.   Indicators of Success

VI.   Matrix

VII. Delivery Methods

VIII. Adjourn

University District Conference called – email Robbie

Agenda
Joint Meeting of the
Administrator Standards Task Force
and the
Licensure & Evaluation Task Force
March 1, 2007
9:00 a.m. – 3:00 p.m.

IX.   Welcome

X.   Introduction

XI.   Task Force Updates

XII.   Develop Time Line/Work Plan

XIII. Align Standards with Licensure

XIV.   Licensure Process

XV.   Align Standards to Performance Evaluation

XVI.   Adjourn

SREB Leadership Module–*Organizing the Learning Environment*
Day Three
8:00-4:00

Monday, March 5th

Morning Session

Review Game with Question Cards

Key Learning Points

Organizing Space, Part Two

Homework Debrief: Small Group Sharing/Team Presentations
- Space
- Time
- People
- Financial Resources

Lunch

Afternoon Session

Case Study

Summary and Portfolio Assignment

Wrap-Up Activity

Summary of Big Ideas

Evaluations/Learning Journal

Adjourn

<u>SREB Leadership Curriculum Module Training: March 12-14, 2007</u>
General Agenda

Sunday, March 11:
7:00 pm - Presenter's Meeting, Jackson Room

Monday, March 12:
7:00-8:00 am - Registration
7:00-8:00 am - Continental Breakfast, Grand Ballroom Foyer
8:00-9:00 am – Overview Session, Salon B and C
9:00-11:30/12:30 - Training Sessions
10:00 am - Coffee Service available for breaks, Grand Ballroom Foyer
11:30-12:30 pm – Lunch group I, Lounge
12:30-1:30 pm – Lunch group II, Lounge
12:30/1:30-5:00 pm - Training Sessions
3:00 pm - Afternoon Break, Grand Ballroom Foyer
5:00 pm - Wrap-up meeting with Presenters

Tuesday, March 13:
7:00-8:00 am - Continental Breakfast, Grand Ballroom Foyer
8:00-9:00 am – Salon B and C
9:00-11:30/12:30 - Training Sessions
10:00 am - Coffee Service available for breaks, Grand Ballroom Foyer
11:30-12:30 pm – Lunch group I, Lounge
12:30-1:30 pm – Lunch group II, Lounge
12:30/1:30-5:00 pm - Training Sessions
3:00 pm - Afternoon Break, Grand Ballroom Foyer

Wednesday, March 14:
7:00-8:00 am - Continental Breakfast, Grand Ballroom Foyer
8:00-12:00 - Training Sessions
10:00 am - Coffee Service available for breaks, Grand Ballroom Foyer
12:00 - Lunch available, Grand Ballroom Foyer
2:00 pm - Adjourn

AGENDA
Instructional Leadership
Working Conditions Task Force
March 19, 2007
9:00 – 3:00

I.   Welcome and Introductions

II.   Background: Tennessee Leadership Redesign Commission

III.   The Change Framework

IV.   Research on Working Conditions

V.   Describe Ideal Working Conditions

VI.   Current Working Conditions for Administrators in Tennessee

VII.   Develop a Work Plan

F:\Mary Jo\Working Conditions Task Force\Agenda 3-19-07.doc vlb 3/9/07

Survey goes here to be scanned

Survey goes here to be scanned

Zoomerang Survey Results

Providing Principals the Support to Improve Teaching and Learning

Response Status: Completes

Filter: No filter applied

May 24, 2007 3:18 PM PST

This survey asks you for your perceptions of the support for improving teaching and learning provided school leaders. Please respond to each question considering all schools and districts in which you've worked.

1. Having adequate resources to do the job is essential to effective leadership. What improvement is needed in your state to provide school leaders these resources?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Adequate support staff	163	291	151	34	4
	25%	45%	23%	5%	1%
Incentives for teachers and administrators	231	263	102	40	7
	36%	41%	16%	6%	1%
Adequate facilities	126	242	189	79	7
	20%	38%	29%	12%	1%
Distribution of resources based on need	186	245	149	55	8
	29%	38%	23%	9%	1%

2. Having autonomy while being held accountable for results is essential to effective leadership. What improvement is needed in your state to give school leaders autonomy while holding them accountable?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Ability to recruit, select and place teachers	151 23%	211 33%	178 28%	99 15%	4 1%
Ability to move and dismiss teachers	372 58%	166 26%	71 11%	33 5%	1 0%
Ability to distribute resources for school's needs and goals	107 17%	257 40%	194 30%	82 13%	3 0%
Accountability for school performance	116 18%	214 33%	193 30%	110 17%	10 2%

3. Having opportunities for professional development throughout a principal's career is essential to effective leadership. What improvement is needed in your state to provide these opportunities?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
School district commitment to professional learning	34 5%	143 22%	213 33%	251 39%	2 0%
Time for leaders to participate in opportunities	157 24%	232 36%	154 24%	97 15%	3 0%
Time for leaders to reflect on practices	163 25%	251 39%	164 26%	63 10%	2 0%
Opportunities for collaboration and networking outside of the district	172 27%	274 43%	130 20%	66 10%	1 0%

4. Having a district-wide focus on improving student learning is essential to effective leadership. What improvement is needed in your state for districts to provide this focus for their school leaders?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
Clearly articulated mission and vision for the district	50 8%	133 21%	220 34%	236 37%	4 1%
Goals and objectives aligned to the district and tailored to the needs of each school	70 11%	181 28%	222 35%	168 26%	2 0%
School boards committed to high achievement for all children	94 15%	159 25%	175 27%	210 33%	5 1%
District superintendents knowledgeable of curriculum, instruction	90 14%	124 19%	167 26%	253 39%	9 1%

5. Having district-level support for improving student learning is essential to effective leadership. What improvement is needed in your state for districts to provide school leaders support for improving student learning?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed	Improvement needed	Minor improvement needed	No need to improve	No opinion
School communities support improvement decisions made by school leaders.	103 16%	205 32%	246 38%	83 13%	6 1%
Boards of Education support improvement decisions made by school leaders.	99 15%	174 27%	213 33%	147 23%	10 2%
The central office supports improvement decisions made by school leaders.	119 19%	152 24%	212 33%	152 24%	8 1%
Teachers support improvement decisions made by school leaders.	85 13%	199 31%	261 41%	92 14%	6 1%

6. Having clearly defined roles and authority are essential to effective leadership. What improvement is needed in your state for districts to clearly define the role and authority of school leaders in improving teaching and learning?

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Significant improvement needed	Improvement needed	I have no opinion	Minor improvement needed	No opinion
Clearly defined job expectations and instructional leader role	76	199	117	232	19
	12%	31%	18%	36%	3%
Regular feedback on job performance	63	192	117	247	24
	10%	30%	18%	38%	4%
Communication from the top down/bottom up	117	215	97	184	30
	18%	33%	15%	29%	5%
School board and district personnel respect the authority of the school leader	143	171	104	187	38
	22%	27%	16%	29%	6%

AGENDA
EDUCATION LEADERSHIP REDESIGN COMMISSION
Nashville, TN
April 9, 2007
9:30 a.m. – 2:00 p.m.

I.   Welcome and Introductions

II.   Review Progress of USDOE Grant
   • Review of Project
   • Grant Time Line

III.   Review SREB Benchmark Report for TN and other SREB States

IV.   Report from the Field
   • Update from Selection and Preparation Task Force (Pilot Sites)
   • Panel Discussion: East Tennessee State University, Greenville City, Kingsport, University of Memphis and Memphis City progress

V.   Tennessee Leadership Redesign Timeline

VI.   Lunch
       Questions and Answers from Commission to Task Force Chairs

VII.   Task Force Reports
   • Update from Standards Task Force
   • Update from Licensure and Evaluation Task Force
   • Update from Professional Development and Induction
   • Update from Working Conditions Task Force

VIII. SREB State Leadership Forum May 10- 11, 2007

IX.   Discussion about Commission Work
   • Who is not around the table or involved?
   • How do we work between meetings?
   • When and how often should we meet as a group as attendance is essential?
   • Facilitation? Technical support?
   • Next meetings: dates and focus of the work

X.   Adjourn

Instructional Leadership Redesign
Induction and Professional Development Task Force Update
Presented to the Commission: April 9, 2007

Our Charge:

In order for schools to have principals who are effective instructional leaders able to affect change in curriculum and instruction which will result in higher levels of learning for all students, our task force is charged with developing a plan that aligns with the performance standards and identifies the path of professional learning to mastery.

Our Work:

Our task force has met three times focusing on the following:

➢ Understanding the framework for and overview of Instructional Leadership Redesign
➢ Examining what actually occurs in Tennessee within this area ("what is")
➢ Reviewing research based best practices ("what should be")
➢ Looking at what other states are doing which are effective in the area of instructional leadership
➢ Began the discussion of the "gap" between "what is" and "what should be"
➢ Began initial work on a performance based framework utilizing a rubric design that will be aligned with the Tennessee Standards for Instructional Leaders

Our Future:

In the coming months, we expect to:

➢ Continue our review our study of best practices with regard to instructional leadership
➢ Further develop the performance based framework design
➢ Meet with the Licensure and Performance Evaluation Task Force
➢ Identify resources, training, and support necessary for the progression from novice leader to accomplished and beyond

Respectfully Submitted by: Dr. Sharon Roberts, Chair of Induction and Professional Development Task Force *4/9/07*

Agenda
Leadership Professional Development Task Force
April 27, 2007
9:00 a.m. – 3:00 p.m.

XVII. Welcome

XVIII. Review Work of Task Forces

XIX. Developing a Survey

XX. Organization of Literature

XXI. Matrix Development

XXII. Adjourn

SREB Annual Leadership Forum:
Creating a State System for Preparing Learning-centered School Leaders

**LEARNING-
CENTERED
LEADERSHIP
INITIATIVE**

Forum objectives:
- ✓ *To understand the type of leadership needed to achieve SREB and state goals for improved student achievement;*

- ✓ *To understand the process for designing a statewide learning-centered school leadership system and assessing state progress; and*

- ✓ *To understand the process for assisting districts to increase leadership capacity in low-performing schools and create conditions that enable principals to improve curriculum, instruction and student achievement.*

Agenda
Thursday, May 10, 2007
Salons E, F, G & H, Atlanta Airport Marriott

8:00 a.m.
Registration and Continental Breakfast

8:30 a.m.
Welcome
David Spence, President, SREB

9:00 a.m.
Topic 1: Where Does Your State Stand in Achieving a Cohesive, Learning-centered School Leadership System?
Gene Bottoms, Senior Vice President, SREB
Betty Fry, Director of Research and Publications, Learning-centered Leadership Program, SREB

10:15 a.m.
Break – Browse Materials

10:30 a.m.
State Team Work A: Does Our State Have a Process for Creating a Cohesive, Learning-centered School Leadership System?
Session Facilitator
Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

Team Discussion Prompts:
- *What obstacles are preventing our state from taking the learning-centered leadership redesign system to scale?*
- *How can we overcome these obstacles?*

12:00 p.m.
Report Out from State Teams
Session Facilitators
John Bell, Coordinator, Office of Leadership Development, Alabama Department of Education (*Salon A*)
Jeanne Burns, Associate Commissioner, Louisiana Board of Regents/Governor's Office (*Salon B*)
Gary Nixon, Executive Director, Tennessee State Board of Education (*Salons E-H*)
Phil Rogers, Executive Director, Kentucky Education Professional Standards Board (*Hartsfield Room*)

12:30 p.m.
Lunch, Southside Lounge

1:30 p.m.
Topic 2: If We Level the Playing Field, Is There More Than One Way to Provide Quality Leadership Preparation?
Panel Facilitator
Caroline Novak, President, A+ Education Foundation, Alabama
Panel
Fred Dembowski, Endowed Professor and Department Head, Educational Leadership & Technology, Southeastern Louisiana University
Billy Kearney, Executive Director, Memphis, New Leaders for New Schools, Tennessee
Margaret Kelliher, Director of Professional Development, Meline Kasparian Professional Development Center, Springfield Public Schools, Massachusetts

2:30 p.m.
Topic 3: What Steps Have Other States Taken to Prepare Learning-centered School Leaders? Getting the Conditions and Core Components Right
(Breakout Sessions)

A. Leadership Standards *(Salon A)*
Panel Facilitator
Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB
Panel
Debbie Daniels, SAELP Director, Kentucky Department of Education
Mary Gunter, Education Leadership Coordinator, Arkansas Tech University
Tom Shortt, Executive Director, Virginia Association of Elementary School Principals

B. Selection and Preparation *(Salon B)*
Panel Facilitator
Kathy O'Neill, Director, Learning-centered Leadership Program, SREB
Panel
Ann Duffy, Policy Director, Georgia's Leadership Institute for School Leadership
Jim Phares, Superintendent, Marion County Schools, West Virginia
Nathan Roberts, Director of Graduate Studies in Education, University of Louisiana at Lafayette
Lynn Wheat, Director, Administrator Recruitment & Development, Jefferson County Public Schools, Kentucky

C. Mentoring and Internships *(Salons E-H)*
Panel Facilitator
Betty Fry, Director of Research and Publications, Learning-centered Leadership Program, SREB
Panel
Betty Alford, Chair, Department of Secondary Education and Educational Leadership, Stephen F. Austin University, Texas
Cheryl Gray, Coordinator of Leadership Curriculum Development and Training, Learning-centered Leadership Program, SREB
Sharon Southall, Assistant Vice President for Teacher Quality & Leadership, University of Louisiana System

D. Licensure, Professional Development and Evaluation *(Hartsfield Room)*
Panel Facilitator
John Bell, Coordinator, Office of Leadership Development, Alabama Department of Education
Panel
Troyce Fisher, SAELP Grant Director, Iowa Department of Education and School Administrators of Iowa
Mary Jo Howland, Deputy Executive Director, Tennessee State Board of Education

3:30 p.m.
Break – Browse Materials

3:45 p.m.
State Team Work B: What Have We Learned from Other States that Might Help Us Move Forward on Redesign?
Session Facilitator
Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

Team Discussion Prompts:
- *What have we learned from other states?*
- *What do we need to apply to our own state and what can we use from what we've learned?*
- *What will we need to put the necessary steps into place, both immediately and long-term?*

4:30 p.m.
Conversations with Other States
Participants are encouraged to use this time to converse with other state teams and collaborate on methods for creating a system for preparing learning-centered school leaders, challenges to creating such a system and methods for overcoming these challenges.

5:30 p.m.
Reception, Southern Ballroom

6:00 p.m.
Dinner, Southern Ballroom

Topic 4: Preparing School Leaders to Lead Learning
Session Facilitator
Gene Bottoms, Senior Vice President, SREB
Presenter
Richard Laine, Director of Education, The Wallace Foundation

A new study commissioned by The Wallace Foundation provides evidence that exemplary school leader training programs produce more diverse principals who are more focused on instruction and are more committed to serving high-needs students. This presentation will highlight key findings of the report, which sheds more light on the features, qualities and costs of effective school leader training programs. Additionally, as a spokesperson for the national Wallace initiative of improving leadership, Richard will provide lessons being learned and examples of actions states and districts are taking to improve the training of school leaders and the conditions in which they work.

8:00 p.m.
Adjournment

Friday, May 11, 2007
Salons E, F, G & H
7:30 a.m.
Breakfast Buffet, Southside Lounge

8:30 a.m.
Reflections on Day One by State School Superintendents and Legislators
Panel Facilitator
Gene Bottoms, Senior Vice President, SREB
Panel
Hank Bounds, State Superintendent of Education, Mississippi
David Cook, State Representative, Arkansas House of Representatives
Jon Draud, State Representative, Kentucky House of Representatives
Sandy Garrett, State Superintendent of Schools, Oklahoma

9:00 a.m.
Topic 5: Getting the Policies, Incentives and System Right: What States and Districts Can Do to Help Well-trained School Leaders Improve Student Learning
Panel Facilitator
Gene Bottoms, Senior Vice President, SREB
Panel
Billy Cannaday, Superintendent of Public Instruction, Virginia Department of Education
Richard Laine, Director of Education, The Wallace Foundation
Susan Walker, Research Associate, Learning-centered Leadership Program, SREB

10:00 a.m.
Break – Browse Materials

10:15 a.m.
Topic 6: How Can States Build and Support Leadership Capacity in Low-performing Schools?
Panel Facilitator
Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB
Panel
Mark A. Bounds, Deputy Superintendent, Division of Educator Quality and Leadership, South Carolina
     Department of Education
Reginald Green, Director of the Center for Urban School Leadership, University of Memphis, Tennessee
Nancy McGinley, Chief Academic Officer, Charleston County School District, South Carolina

11:00 a.m.

State Team Work C: Where Does Our State Stand in Building Leadership Capacity to Improve Low-performing Schools? Development of Action Steps
Session Facilitator
Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB

12:00 p.m.

Summary of State Team Work
Session Facilitator
Yvonne Thayer, Director of Leadership Development, Learning-centered Leadership Program, SREB

12:15 p.m.

Closing Comments
Gene Bottoms, Senior Vice President, SREB
Kathy O'Neill, Director, Learning-centered Leadership Program, SREB

12:30 p.m.
Adjournment

About the SREB Learning-centered Leadership Program

SREB's aim is to create leadership programs that prepare aspiring principals and school leadership teams to aggressively lead improvement in curriculum, instruction and student achievement. The Leadership Program stimulates and supports states in this effort through these major activities:

- Conducting research on the preparation and development of school principals and preparing benchmark reports that track the progress of SREB states in achieving the *Challenge to Lead* goal: *Every school has leadership that results in improved student performance—and leadership begins with an effective school principal.*
- Developing training modules that support aspiring principals' preparation and current principals' on-the-job application of knowledge and practices that improve schools and increase student achievement, and preparing trainers to deliver the modules through university preparation programs, state leadership academies and other professional development initiatives.
- Providing guidance and technical assistance to states interested in leadership redesign and keeping policy-makers aware of the urgency for change, spurring them to action and maintaining momentum by convening annual forums and disseminating publications focused on key issues.
- Assisting states to develop policies and plans for providing high-quality training and assistance to leadership teams in low-performing schools that result in improved school and classroom practices and increased student achievement.

The Leadership Program is supported by these staff members:
Gene Bottoms, Senior Vice President
Kathy O'Neill, Director, Learning-centered Leadership Program, SREB
Betty Fry, Director of Leadership Research and Publications
Yvonne Thayer, Director of Leadership Development
Cheryl Gray, Coordinator of Leadership Curriculum Development and Training
Susan Walker, Research Associate
Emily Snider, Administrative Assistant/Editor
Ashley Brookins, Administrative Assistant

SREB Critical Success Factors for School Leaders

Through literature reviews and research data from its own school reform initiatives, SREB has identified 13 **Critical Success Factors** (CSFs) associated with principals who have succeeded in raising student achievement in schools with traditionally "high risk" demographics. These factors, organized under three overarching competencies, are the driving force for the work of SREB's Learning-centered Leadership Program.

Competency I: Effective principals have a comprehensive understanding of school and classroom practices that contribute to student achievement.

CSF 1.   **Focusing on student achievement:** creating a focused mission to improve student achievement and a vision of the elements of school, curriculum and instructional practices that make higher achievement possible.

CSF 2.   **Developing a culture of high expectations:** setting high expectations for all students to learn higher-level content.

CSF 3.   **Designing a standards-based instructional system:** recognizing and encouraging good instructional practices that motivate students and increase their achievement.

Competency II: Effective principals have the ability to work with teachers and others to design and implement continuous student improvement.

CSF 4.   **Creating a caring environment:** developing a school organization where faculty and staff understand that every student counts and where every student has the support of a caring adult.

CSF 5.   **Implementing data-based improvement:** using data to initiate and continue improvement in school and classroom practices and in student achievement.

CSF 6.   **Communicating:** keeping everyone informed and focused on student achievement.

CSF 7.   **Involving parents:** making parents partners in students' education and creating a structure for parent and educator collaboration.

Competency III: Effective principals have the ability to provide the necessary support for staff to carry out sound school, curriculum and instructional practices.

CSF 8.   **Initiating and managing change:** understanding the change process and using leadership and facilitation skills to manage it effectively.

CSF 9.   **Providing professional development:** understanding how adults learn and advancing meaningful change through quality sustained professional development that leads to increased student achievement.

CSF 10.   **Innovating:** using and organizing time and resources in innovative ways to meet the goals and objectives of school improvement.

CSF 11.   **Maximizing resources:** acquiring and using resources wisely.

CSF 12.   **Building external support:** obtaining support from the central office and from community and parent leaders for the school improvement agenda.

CSF 13.   **Staying abreast of effective practices:** continuously learning from and seeking out colleagues who keep them abreast of new research and proven practices.

2007 Center for Urban School Leadership
Building Leadership Capacity for Effectiveness

Friday, May 18, 2007, 9:15 a.m. - 11:15 a.m.
The Workshop Series

Building Learning Communities through Instructional Leadership

Dr. Kathy O'Neill, Director, Leadership Initiative
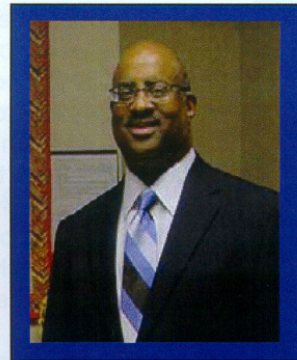
ROOM W116

This session is designed to share research about the critical success factors exhibited by school leaders who have contributed significantly to school improvement and increased student achievement during these times of greater accountability and higher standards. School improvement strategies and success stories will be included. Participants will leave with improvement ideas for building learning communities in their own schools and school systems.

Transforming Schools Through Leadership
(Systemizing, Synchronizing, Sustaining, and Succeeding)

Mr. Michael A. Pitts, Executive Director- School Reform Team 2 Atlanta Public Schools

ROOM W115

This workshop is centered around the development of competent systems that require several significant shifts/from unconnected thinking to systems thinking, from an environment of isolation to one of collegiality, from perceived reality to information-driven reality, and from individual autonomy to collective autonomy and collective accountability.

Designing a School Community Public Relations Program

Ms. Kelley Evans, Project Assistant and Public Relations Coordinator, Center for Urban School Leadership

ROOM W112

Public relations and marketing communications are valuable in internal and external support. The main goal of public relations is to give a clear explanation of issues and to handle crises in a professional manner. In a large public school system stake holders need to feel comfortable with quality public relations to build trust and confidence for school programs. This session will provide public relations techniques that can be used to establish two way communications between your school and your public.

Center for Urban School Leadership

presents

Fourth Annual Leadership Conference

Building Leadership Capacity for Effectiveness

CONFERENCE AT-A-GLANCE

Friday
May 18, 2007

7:30 - Registration
Continental Breakfast

8:00 a.m. The Outstanding Leadership Series
Five Fellows and Scholars now serving as principals or school district leaders will share their success stories.

9:15 a.m. - The Workshop Series
Four stellar educators will share research-based leadership strategies.
11:30 - 12:45 - Lunch on Your Own

1:00 p.m. - The First General Session
Keynote Speaker
Clifton Taulbert
"Eight Habits of the Heart for Educators"

2:45 p.m. - Concurrent Sessions
Fellows will present their year-long inquiry projects.
6:45 p.m. - The Awards Banquet
Keynote Speaker
Dr. Dudley Flood

TASL Credit
Participants who attend **BOTH DAYS** will receive 16 Hours of TASL Credit

Further details are available at website
http://leadership.memphis.edu/CUSL
or
Call (901) 678-2593

Saturday
May 19, 2007

7:30 a.m. - Registration

8:00 a.m. - Continental Breakfast

8:30 a.m. - The Third General Session
Keynote Speaker
Susan Bunch
TN Assistant Commissioner of Education

10:15 a.m. - Concurrent Sessions
Fellows will make presentations from their visits to the NASSP and NAESP conventions.
Invited presenters will offer research-based educational practices.

11:45 a.m. - The Closing Luncheon

Pre-Registration Fees (NOTE: fees must be received no later than May 11, 2007)
One day fee — Friday, May 18, 2007 or Saturday, May 19, 2007 - $65.00 per person

Registration fee includes admission to all sessions, materials, continental breakfast, lunch and dinner.

Schools that pre-register 10 or more individuals for two days can register for a discount of $100.00 per person.

Both conference days Friday and Saturday, May 18 and May 19, 2007-$130 per person.

On Site Registration Fees
One day fee — Friday, May 18, 2007 or Saturday, May 19, 2007 - $70.00 per person
Registration fee includes admission to all sessions, materials, continental breakfast, lunch and dinner.

Both conference days Friday and Saturday, May 18 and May 19, 2007-$140 per person.

Teaching and Learning Academy - May 18-19, 2007
2485 Union Avenue ● Memphis, TN 38152

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Greene-King Steering Committee/Mentor's Meeting Agenda
May 31, 2007

   I. **Program Development Status Report   -Eric Glover**
      o **Summary of Design Commission Meeting (April 9 in Nashville)**
         -TN Standards
         -Possible licensure changes
         -Mentoring possibilities
      o **The evolution of our program**
  II. **Preview of Intern Handbook Draft- Pam Scott**
 III. **Discussion of Mentor and Candidate needs**
      o **What's working?**
      o **What could be better?**
  IV. **Other?**
      o **?**
      o **?**
      o **?**